DOCUMENT RESUME

ED 457 784 HE 034 443

TITLE	Strategic Plan To Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education. 2001 Annual Report.
INSTITUTION	Connecticut State Dept. of Higher Education, Hartford.
PUB DATE	2001-03-00
NOTE	30p.; For the 1994 annual report on the strategic plan, see ED 378 874.
AVAILABLE FROM	Connecticut Department of Higher Education, 61 Woodland Street, Hartford, CGT 06105-2326. Tel: 860-947-1848; Web site: http://www.ctdhe.org.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Affirmative Action; Cultural Pluralism; Diversity (Faculty); *Diversity (Student); *Equal Education; Ethnic Groups; Higher Education; Minority Groups; Public Colleges; Racial Integration; Strategic Planning; Student Recruitment
IDENTIFIERS	*Connecticut

ABSTRACT

This report describes progress made on Connecticut's strategic plan to ensure racial and ethnic diversity in higher education. The public colleges and universities of Connecticut continue to make incremental, year-to-year progress toward achieving the diversity goals established by the state's Board of Governors for Higher Education in its strategic plan. The goals of this plan call for the representation within the student body and in the faculty to be reflective of the state's diverse population. From fall 1984 to fall 2000, the proportion of underrepresented minority students enrolled in public higher education institutions in Connecticut grew from 8.9% to 21.7%, a change of 143.8%. These same groups, African American, Hispanic/Latino, Asian American, and Native American, collectively made up 21.2% of the state's population in the year 2000. The proportion of under-represented minority students receiving undergraduate degrees also increased, although the retention and graduation of Hispanic/Latino and African American students continues to be under their representation in the state's population. The proportion of under-represented minority group members among faculty in Connecticut has grown to 15%, a change of 120.6% from 1983. The level of professional employment is equal to 70.8% of the minority groups' aggregated representation within the state's population, but the degree of representation differs greatly for minority groups. The professional employment of African Americans and Hispanic/Latinos is an area in need of improvement. (Contains 13 tables.) (SLD)

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Report

March 2001

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

ED 457 784

Strategic Plan to Ensure Racial and Ethnic Diversity In Connecticut Public Higher Education

2001 Annual Report

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Annual Report

Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education

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Executive Summary

Connecticut's public colleges and universities continue to make incremental, year-to-year progress toward achieving the diversity goals established by the state's Board of Governors for Higher Education in its policy statement - the *Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education*. Stated succinctly, these goals call for representation within the racial/ethnic composition of the student body and the professional staff at each institution to be reflective of the state's diverse population.

In fall 2000, the collective undergraduate enrollment of African American, Hispanic/Latino, Asian American and Native American students at public colleges and universities, exceeded the groups' aggregated representation in the general population, for the third consecutive year. From fall 1984 to fall 2000, the proportion of underrepresented minority students enrolled in the public institutions grew from 8.9 percent to 21.7 percent, a change of 143.8 percent. These data are disaggregated below by the individual underrepresented minority groups to illustrate various trends and levels of change.

Undergraduate Enrollment of Underrepresented Students
in Connecticut Public Higher Education
For Select Years and Rates of Growth

(in percent, rounded to nearest tenth)

Race/Ethnicity	1984	1998	2000	'98 to '00 Change	'84 to '00 Change
African American	5.2%	9.6%	10.1%	5.2%	94.2%
Hispanic/Latino	2.2%	6.5%	7.6%	16.9%	245.5%
Asian American	1.2%	3.1	3.5%	12.9%	191.7%
Native American	0.4%	0.4	0.4%	none	none

According to a report by the U.S. Census Bureau, the four groups collectively comprised 21.2 percent of the state's population in the year 2000. In the aggregate, the fall 2000 enrollment of each underrepresented minority group exceeded their population proportion except for Hispanic/Latino students whose enrollment level was 80.9 percent of the Hispanic/Latino proportion of the state's population. It is instructive to note that among the four groups, growth in enrollment from 1984 to2000 has been the highest for Hispanic/Latino students.

On the 12 campuses of the state's community college system, underrepresented minority students collectively constituted 27.1 percent of all students enrolled – exceeding their population proportion by more than 25 percent. At the state's five public universities, underrepresented minority students collectively constituted 16.5 percent of all students enrolled - 77.8 percent of their population proportion.

The proportion of underrepresented minority students receiving undergraduate degrees from the state's public institutions of higher education has grown from 6.4 percent during the 1984-85 academic year to 15.7 during the 1999-2000 academic year, a change of 145.3 percent.

These data are disaggregated below by the individual underrepresented minority groups to illustrate various trends and levels of change.

Underrepresented Students among Recipients of Undergraduate Degrees
in Connecticut Public Higher Education
For Select Years and Rates of Growth

(in percent, rounded to nearest tenth)

Race/Ethnicity	1984-85	1997-98	1999-2000	'98 to '00 Change	'85 to '00 Change
African American	3.3%	6.3%	7.1%	12.7%	115.2%
Hispanic/Latino	1.6%	4.2%	5.1%	21.4%	218.8%
Asian American	1.2%	3.0%	3.3%	10.0%	175.0%
Native American	0.3%	0.4%	0.3%	-25.0%	none

Among all students receiving associate's degrees from the community colleges during the 1999-2000 academic year, 19.6 percent were minority group students – 92.5 percent of the underrepresented minorities' representation within the state's population. At the state's public universities, 13.8 percent of the students who received associate's or bachelor's degrees during the 1999-2000 academic year were members of the underrepresented minority groups – a representation level of 65.1 percent.

The state's public universities continue to make incremental progress in the aggregated enrollment and graduation of underrepresented minority students. However, the enrollment, retention and graduation of Hispanic/Latino and African American students at the university level continue to be especially problematic, well under the groups' representation in the state's population.

At 18.5 percent of the state's population, Hispanic/Latino and African Americans constitute 87.3 percent of the state's underrepresented minority population. In comparison, of the minority students enrolled in the public universities in the fall of 2000, the two dominant minority groups constituted 75.3 percent of all underrepresented minority students. Of all the underrepresented minority students who received undergraduate degrees during the 1999-2000 academic year, Hispanic/Latino and African American students constituted 72.3 percent of the total.

Desired goal achievement in the enrollment, retention and graduation of Hispanic/Latino and African American students at the university level is difficult to attain for a number of complex socioeconomic and educational reasons. Given this quandary, the Board of Governors utilizes its appropriations for the Minority Advancement Program on a multi-staged student development strategy. The Board's pre-college initiative, the Connecticut Collegiate Awareness and Preparation (ConnCAP) Program, seeks to generate among underachieving, low-income, secondary school students the skills and motivation necessary to graduate from high school and succeed in acquiring a college education. A second Board initiative, the Connecticut College Admission and Bridge (ConnCAB) provides a summer transitional experience and supportive

services to college students who marginally meet the institution's admission requirements. The third Board initiative, the Connecticut College Access and Success (ConnCAS) Program provides incentive grants to the state's public colleges and universities to assist them in meeting the cost of their minority student outreach and retention activities.

The Board's administrative arm, the Department of Higher Education, received a five-year grant from the United States Department of Education in the fall of 1999 to establish the Connecticut State GEAR UP Project. The mission of GEAR UP which stands for "Gaining Early Awareness and Readiness for Undergraduate Programs" is similar to that of ConnCAP – increase the number of low-income students adequately prepared to succeed in acquiring a college education. The Connecticut State GEAR UP Project has been instituted as the fourth component of the Department's educational opportunity programming, thus allowing the Board to expand the scope of its pre-college, developmental approach. In addition to providing academic and counseling activities directly to a large number of middle and high school students in Bridgeport, Hartford and New Haven, GEAR UP serves as an impetus for systemic school change in those school districts to enhance their capacity to prepare students for college.

As for the *Strategic Plan's* diversity goals in the area of employment, at the end of the 2000 calendar year, the public colleges and universities engaged 1,170 underrepresented minority group members among their professional workforce. The term professional in this context includes those individuals fulfilling job responsibilities classified within the following occupational categories: (1) administrators/officials, (2) faculty and (3) professional staff members. The proportion of underrepresented minority group members among the professional workforce at the public institutions of higher education has grown from 6.8 percent at the end of 1983 to 15.0 percent at the end of 2000, a change of 120.6 percent. These data are disaggregated below by the individual underrepresented minority groups to illustrate various trends and levels of change.

Underrepresented Minority Members among the Professional Workforce
within Connecticut Public Higher Education
For Select Years and Rates of Growth

(in percent, rounded to nearest tenth)

Race/Ethnicity	1983	1998	2000	'98 to '00 Change	'83 to '00 Change
African American	3.1%	6.2%	6.3%	1.6%	103.2%
Hispanic/Latino	1.0%	3.1%	3.1%	none	210.0%
Asian American	na	4.6%	5.3%	5.2%	na
Native American	na	0.3%	0.2%	-33.3%	na

na = not available

The level of professional employment is equal to 70.8 percent of the minority groups' aggregated representation within the state's population. However, degrees of representation vary widely among the four minority groups, within the three occupational categories, in the aggregate at all public institutions, at the state's systems of higher education and at the individual

institutions. For instance, in the aggregate, Asian Americans at 2.4 percent of the state's population are overrepresented among faculty members (6.5 percent) and professional staff members (4.9 percent), and underrepresented among officials/administrators (1.6 percent). African Americans constitute 9.1 percent of the population, and 5.0 percent of the officials/administrators at the University of Connecticut system and 17.7 percent of the officials/administrators at the Connecticut Community College system. On the whole, the professional employment of Hispanic/Latinos who constitute 9.4 percent of the state's population at all three categories – 1.6 percent, 3.2 percent and 3.3 percent respectively, and of African Americans at the faculty level (4.6 percent) are clearly areas in need of greater attention.

I. Achieving Student Diversity : Underrepresented Minorities among College Students and Graduates

Goal Statement

Per its enabling legislation, the purpose of the Board of Governors for Higher Education's **Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education** is to:

> ensure that students, faculty, administrators and staff at each institution are representative of the racial and ethnic diversity of the total population of the state.

To address the student diversity goals implicit in the statute, the Board requires each public institution to develop and implement an annual plan to achieve the following goals:

1. ***Enroll*** African American, Hispanic/Latino, Asian American and Native American students in proportions within the total student population that are reflective of each ethnic or racial sub-groups representation in the institution's service area.

2. ***Retain*** African American, Hispanic/Latino, Asian American and Native American students in proportions equal to the rate achieved by the student body as a whole.

3. ***Graduate*** African American, Hispanic/Latino, Asian American and Native American students in proportions within the graduating student population that are reflective of each ethnic or racial sub-groups representation in the institution's service area.

The goal statements presented above are contained in the **Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education: A Revised Statement of Policy** adopted by the Board in December 1996. This revised statement marked the tenth anniversary of the Board's original plan and was predicated on an extensive assessment of that plan's effectiveness by the Department of Higher Education.

In their mandated planning process, each institution is required to develop:

1. measurable objectives consistent with the diversity goals and the strategies chosen to achieve them,

2. an action plan for integrative, systemic implementation – the execution of strategies, and

3. an evaluation plan to document the degree to which objectives have been met and to provide feedback to the decision-making process regarding plan alterations or redesign.

In recognition of the uniqueness of each institution and in appreciation of the complexities of problems associated with goal attainment, the Board allows each institution to plan and bring about short-term progress in achieving the diversity goals for each of the four underrepresented minority groups in one of three manners:

(a) maintaining current level of goal attainment,

(b) achieving the prescribed level of goal attainment, or

(c) closing by one-half the existing gap(s) between the prescribed level of goal attainment and the institution's current level of goal attainment.

Programmatic Interventions

To provide financial assistance to the public institutions to carry out their strategic plans, the Board has instituted two grant programs. First, the Connecticut College Access and Success (ConnCAS) Programs, provides incentive grants to each public institution to assist them in their admission and retention of underrepresented minority group members. The amount of the grant to individual institutions is based upon their portion of the total enrollment of underrepresented minority students by the public institutions. To receive such a grant, public institutions must submit a five-year *Strategic Plan to Promote the College Access and Success of Under-represented Minority Students* and an annual update to the Department of Higher Education. A subcommittee of the Board's Strategic Plan Peer Review Committee must approve the institutional plans and updates. During the July 1, 2000-June 30, 2001 program year, $475,000 was allocated by the Department for distribution to the public institutions under the ConnCAS incentive grant program.

The second programmatic initiative designed to impact directly upon college students is known as the Connecticut College Admission and Bridge (ConnCAB) Program. This grant program assists both public and private institutions to achieve their student diversity goals. ConnCAB funding, allocated via a competitive request-for-proposal (RFP) process, is employed to augment existing interventions or facilitate the institutionalization of new activities that bridge the transition from high school to college for eligible students who marginally meet the institutions' admission requirements.

ConnCAB programs provide: (1) a summer transitional experience for participating students between their graduation from high school and college enrollment, and (2) supportive services throughout their matriculation. Funds can be expended only to meet the expenses of the summer bridge program. Institutional and/or other funds must provide for supportive services during the academic year. Research has demonstrated that such interventions have proven to be very effective in enhancing the likelihood that under-prepared students will successfully obtain a college education. During the July 1, 2000-June 30, 2001 program year, ten institutions implemented ConnCAB programs with partial support from the Department of Higher Education totally more than $600,000.

Goal Attainment

Collectively, in the fall of 2000, Connecticut's public institutions of higher education enrolled 84,731 students at the undergraduate level. Of this number, 18,340 or 21.7 percent were members of the four underrepresented minority groups.

Of the 43,906 students enrolled in the state's public universities, 7,257 or 16.5 percent were members of the underrepresented minority groups.

Of the 40,825 students enrolled in the state's public colleges, 11,083 or 27.1 percent were members of the underrepresented minority groups.

Thus, the aggregated undergraduate enrollment level exceeded parity with their proportion in the state's general population, calculated at 21.2 percent by the U.S. Census Bureau's 2000 Census Report. To quantify this achievement, dividing the enrollment percentage by the population percent give us a goal attainment level – 21.7% divided by 21.2% = 102.4%. See Table 1.1 and Table 1.2 on the following page. From the fall of 1984 to the fall of 2000, the enrollment of underrepresented minority students at the state's public institutions grew from 8.9 percent to 21.7 percent, an increase of 143.8 percent.

The state's public colleges and universities also experienced growth in the proportion of underrepresented minority students receiving undergraduate degrees. During the 1999-2000 academic year, 15.9 percent of all students receiving degrees and certificates were minority students. Thus the percentage of underrepresented minority students receiving undergraduate degrees grew by 140.9 percent from 6.6 percent in the 1984-85 academic year.

Of the 6,583 students who received bachelor's or associate's degrees from the state's public universities during the 1999-200 academic year, 910 or 13.8 percent were members of the underrepresented minority groups.

Of the 3,261 students who received associate's degrees from the state's public colleges during the 1999-200 academic year, 638 or 19.6 percent were members of the underrepresented minority groups.

However, the level of minority college enrollment has yet to give rise to a comparable level of achievement in college graduation. Utilizing the most recent data available, in looking at goal attainment for graduation in the same fashion as we employed in determining the attainment of enrollment goals (Table 1.2) we can see a sharp difference between the enrollment percentages and graduation percentages of underrepresented minority students.

As indicated in Table 1.3, on page 11, the aggregated graduation goal attainment level was 75.0 percent, at nearly three-quarters of the enrollment goal attainment level. However, when we differentiate between goal attainment levels in enrollment and graduation among the community colleges and the universities (Table 1.4 below), it is apparent that most of the goal achievement, in both instances, has occurred at the community college level. Furthermore, when we disaggregate the enrollment and graduation data by the individual underrepresented minority groups, we see distinct differentials in goal attainment by the four groups.

Table 1.1
Undergraduate Student Enrollment
in Public Higher Education by Racial/Ethnic Group
Fall 2000

(percentages are rounded to nearest tenth)

Race/Ethnicity	Number	Percentage of all Students
African American	8,566	10.1
Hispanic/Latino	6,481	7.7
Asian American	2,978	3.5
Native American	315	0.4
Underrepresented Minorities	*18,340*	*21.7*
All Students	84,731	100.0

Source: Department of Higher Education – Fall 2000 Enrollment Report

Table 1.2
Comparison of Undergraduate Minority Student Enrollment
in Public Higher Education and Student Diversity Goals

(percentages are rounded to nearest tenth)

Race/Ethnicity	Population Percentage[1]	Fall 2000 Enrollment Percentage	Goal Attainment Rate[2]
Hispanic/Latino	9.4	7.7	81.9%
African American	9.1	10.1	111.0%
Asian American	2.4	3.5	145.8%
Native American	0.3	0.4	133.3%
Underrepresented Minorities	*21.2*	*21.7*	*102.4%*

NOTES: 1. U.S. Census Bureau' 2000 Census Data

2. Rate = Enrollment percentage divided by Population percentage

Table 1.3
Comparison of Minority Students Receiving Undergraduate Degrees in Public Higher Education and Student Diversity Goals

(percentages are rounded to nearest tenth)

Race/Ethnicity	Population Percentage[1]	1999 – 2000 Graduation Percentage	Goal Attainment Rate[2]
Hispanic/Latino	9.4	5.1	54.3 %
African American	9.1	7.1	78.0%
Asian American	2.4	3.3	137.5%
Native American	0.3	0.4	133.4%
Underrepresented Minorities	*21.2*	*15.9*	*75.0%*

Notes: 1. U.S. Census Bureau's 2000 Census Data

2. Rate = Graduation percentage divided by Population percentage.

Table 1.4
Diversity Goal Attainment Level
by Institutional Type of Public Higher Education

(percentages are rounded to nearest tenth)

Institutional Type	Enrollment Goal Attainment Level	Graduation Goal Attainment Level
Community Colleges	127.8%	92.5%
Universities	77.8%	65.1%
TOTAL	102.4%	75.0%

The enrollment and graduation of both Asian American and Native American students is equal to or exceed their representation in the state's population, in an aggregated sense for the state's public higher education, at both the community college level and the university level as well.

It is at the community college level where the enrollments of Hispanic/Latino and African American students exceed their groups' representation in the state's population. Conversely, at the university level, there are wide gaps between the enrollment of Hispanic/Latino and African American students and their population presence. There are also significant differences between the enrollment rates and graduation rates for both Hispanic/Latino and African American students, indicating that their college persistence rates are lower than those of other racial/ethnic groupings. Moreover, Hispanic/Latino and African American students in the state's public institutions are more likely to be part-time students than other groups, placing them at greater risk of not graduating from college.

Hispanic/Latino and African American group members constitute an overwhelming majority of the state's underrepresented minority group members. Together, their representation of the state's population has been tabulated at 18.5 percent. In comparison, Asian American and Native American students comprise 2.7 percent of the state's population. Hispanic/Latino and African American residents constitute 87.3 of the state's underrepresented minority students. Thus, the dichotomies expressed above in Table 1.4 are largely the result of data regarding Hispanic/Latino and African American students.

The Strategic Plan's efforts to enhance the cognitive development of underprepared students in the state so that more of them are ready to succeed in acquiring a bachelor's degree are discussed in section two of this presentation.

II. Achieving Student Diversity: Expanding the Educational Pipeline

Goal Statement

The admission, retention and graduation of underrepresented minority students, particularly Hispanic/Latino and African American students, is problematic at public universities in Connecticut as noted above in Section A of this presentation. It is for this reason that the Board of Governors for Higher Education takes a developmental approach in its strategy to achieve representative parity among the public universities' student population. The principal element of this strategy has been the Connecticut Collegiate Awareness and Preparation (ConnCAP) Program, a competitive grant award initiative.

As stated in the current ConnCAP Program Guidelines:

> The purpose of the Connecticut Collegiate Awareness and Preparation (ConnCAP) Program is to support efforts by state institutions of higher education to develop linkages with public school districts targeted by the Connecticut Board of Governors for Higher Education. The ultimate purpose of such linkages is to provide motivation and cognitive skill development for middle school or high school underachievers.
>
> Inherent in this purpose are the following programmatic goals:
>
> 1. Generate in eligible program participants the skills and motivation necessary to complete a program of secondary education.
>
> 2. Generate in eligible program participants the skills and motivation necessary to enter and succeed in a program of post-secondary education.

In addition to being underachievers, eligible ConnCAP students must be from low-income families and/or households where neither parent has acquired a bachelor's degree.

The Board's ConnCAP programs are administered by institutions of higher education and other educational organizations in the state that are awarded grants the by Department of Higher Education's Office of Educational Opportunity. The ConnCAP grant awardees are those institutions submitting the most promising proposal to realize the program goals in response to a Request-For-Proposals (RFP) issued by the Department on behalf of the Board. This competitive grant award process is implemented by the Department for five-year intervals, with annual renewals based on performance. The 2000-01 program year is the fourth in the current funding cycle.

ConnCAP programs typically provide their students with an intensive six-week summer program which features enrichment instruction in courses within a core curriculum of English, Mathematics, Natural Sciences, Social Sciences and Foreign Languages. Supplemental activities of summer programming might include study skills, life skills, research skills and cultural activities. During the students' regular school year, ConnCAP programs typically provide them with tutorial assistance, counseling, test preparation and career explorations. Special assistance

is usually provided to senior students and their parents/guardians regarding the college application and financial aid application procedures.

Nearly $2 million was allocated to twelve institutions to operate thirteen ConnCAP programs during the 2000-2001 program year. See pages 16 and 17 for rosters of 2000-01 ConnCAP programming.

Goal Attainment

Among the ConnCAP's 1999-00 service population of 2,105 students, 222 were high school seniors. Of this senior cohort, 218 or 98.2 percent graduated from high school. Of the high school graduates, 208 or 95.4 percent were accepted for enrollment in a college or university.

The high school graduation and college-going rates for the ConnCAP Class of 2000 are impressive accomplishments given the participants' academic backgrounds and the barriers to educational achievement they have had to surmount. The ConnCAP college-going rate of 93.7 percent for the entire senior cohort and 95.4 percent for the cohort's high school graduates surpass the college-going rate of the state as a whole. Connecticut experiences one of the highest college-going rates in the nation for its high school graduates. For the Class of 1999, the most recent data available, the state's college-going rate was 75.9 percent, according to the State Department of Education's ***Profiles of Our Schools: Condition of Education Connecticut 1998-1999***

Additionally, more than 70 percent of the ConnCAP Class of 2000 entering college did so at Connecticut institutions, while roughly 50 percent of the state's students who attend college matriculate at state institutions. ConnCAP students indicate that the primary reason for this wide difference in college placement lies with the supportive environment created by the ConnCAP programs and similar programs. ConnCAP students typically acknowledge the care and nurturing they have experienced from program staff members and other campus representatives. Oftentimes students elect to remain close to such environments and/or to heed the advice of those whom they have come to trust.

The ConnCAP Class of 2000 graduation data are presented in Table 2.1 and Table 2.2 on pages 18 and 19.

Programmatic Expansion

With a five-year, $10.5 million grant from the United States Department of Education, the Connecticut State GEAR UP Project became operational November 1, 1999 as the fourth programmatic component of the Minority Advancement Program. GEAR UP is designed to increase the number of low-income, educationally disadvantaged students adequately prepared to succeed in acquiring post-secondary education.

The state's GEAR UP Project works with the public school districts of Bridgeport, Hartford and New Haven. In its initial year, GEAR UP provided early awareness and developmental services to approximately 3,000 7th grade students in fifteen middle schools. As these students move into high schools, the Project will work with nine high schools in the target areas. Each fall, a new cohort of 7th graders will be added to the program's participant rosters.

In addition to advancing students' preparedness for success in obtaining a college education, the Connecticut State GEAR UP Project is expected to serve catalytic roles in promoting systemic school change. During the program year, the Project's design and professional development activities impacted upon the target school districts' achievement standards and course offerings. In Bridgeport, the Board of Education adopted new graduation standards that mandate that students take and pass Algebra and Geometry beginning with the first GEAR UP cohort – the class of 2005. In Hartford, in response to the Project's goal of increasing the number of 8th graders taking Algebra I, the district conducted an assessment of mathematics instruction in its K-8 schools. In addition to developing new courses for middle school students, the district has established a new policy requiring all students to take and pass Algebra I prior to high school graduation. The New Haven school district is undertaking an internal evaluation of its mathematics instruction that might lead to similar change.

Per stipulations of its federal award, for the 1999-2000 program year, the Connecticut State GEAR UP Project utilized $750,000 of its grant to award ***GEAR UP Connecticut College Scholarships***. The scholarship recipients were 130 low-income students from throughout the state who entered college in the fall of 2000 as freshmen. Each eligible applicant received an award, up to a maximum amount of $6,500. The GEAR UP scholarships are gap-filling awards to be applied to unmet need - the difference between the cost of attending a college and the student's total financial aid package. This scholarship might also be used to displace the amount of the student loan within a student's financial aid package. The scholarship is renewable for up to five years, as long as the recipient retains full-time student status and remains in good academic standing,

Since the Project will not have graduating seniors of its own during its five-year funding period, eligibility for its scholarships was opened to program participants in the Department's ConnCAP and ConnCAB programs, the federal government's TRIO programs and other pre-college initiatives affiliated with the GEAR UP Project. One-half or a total of sixty-five of the scholarship recipients were participants in the Department's ConnCAP or ConnCAB programs. Among the 130 scholarship recipients, 29 made the state's flagship institution, the University of Connecticut, the college of their choice. Another 29 awardees attend the campuses of the Connecticut State University system. Three attend Connecticut Community College campuses and 27 attend the state's' private colleges and universities. Nearly a third of the scholarship recipients attend out-of-state institutions.

Connecticut Collegiate Awareness and Preparation Program
(ConnCAP)

Types of Programming
July 1, 2000 – June 30, 2001

General Programming –
Grantee implements Summer Program and Academic Year Program as prescribed in ConnCAP Program Guidelines. Curriculum and activities are generalized, stressing preparation for college.

1) Capital Community College
2) Central Connecticut State University
3) Eastern Connecticut State University (New London)
4) Eastern Connecticut State University (Windham)
5) Naugatuck Valley Community College
6) University of Connecticut
7) Wesleyan University
8) Western Connecticut State University

Special Emphasis Programming –
Grantee places a special emphasis upon a curriculum area(s) or preparation for a specific career area(s). Grantee does not implement both Summer Program and Academic Year Program as prescribed in ConnCAP Program Guidelines or does not do so for all participants.

1) CPEP, Inc. – Engineering, Math & Science
2) University of Connecticut Health Center – Pre-Medical, Pre-Dental, Allied Health

General/Special Emphasis Programming –
Grantee places a special emphasis upon a curriculum area(s) or preparation for a specific career area(s). Grantee implements Summer Program and Academic Year Program as prescribed in ConnCAP Program Guidelines.

1) Southern Connecticut State University - Teacher Preparation
2) University of Bridgeport - Engineering, Math & Science
3) University of New Haven - Engineering, Math & Science

Connecticut Collegiate Awareness and Preparation Program (ConnCAP)

Program Service Areas and Population

Organization	Service Area(s)	Service Population
Capital Community College	Bloomfield, East Hartford Windsor	60
Central Connecticut State University	New Britain	140
CPEP, Inc.	Twelve Urban Areas of State	1,200
Eastern Connecticut State University	New London	80
Eastern Connecticut State University	Windham	40
Naugatuck Valley Community College	Waterbury	120
Southern Connecticut State University	New Haven	40
University of Bridgeport	Bridgeport	40
University of Connecticut	Hartford	50
University of Connecticut Health Center	The State	20
University of New Haven	New Haven, West Haven	60
Wesleyan University	Middletown, Meriden, Portland	120
Western Connecticut State University	Danbury	50
TOTAL		**1,970**

Table 2.1
Connecticut Collegiate Awareness and Preparation Program

Graduating Class of 2000

Program	Senior Students	Graduated High School	High School Graduation Rate	Accepted/ Enrolled in College	College-Going Rate
Capital Community College	9	8	88.9%	8	100.0%
Central Connecticut State University	24	21	87.5%	17	81.0%
CPEP	56	56	100.0%	55	98.2%
Eastern Connecticut State University	13	13	100.0%	11	84.6%
Naugatuck Valley Community College	28	28	100.0%	27	96.4%
University of Bridgeport	13	13	100.0%	13	100.0%
University of Connecticut	17	17	100.0%	16	94.1%
University of Connecticut Health Center	27	27	100.0%	27	100.0%
Wesleyan University	25	25	100.0%	25	100.0%
Western Connecticut State University	10	10	100.0%	9	90.0%
TOTAL	222	218	98.2%	208	95.4%

Table 2.2
Connecticut Collegiate Awareness and Preparation Program

College Placement: Class of 2000

Program	University of Connecticut	Connecticut State University System	Connecticut Community Colleges	Connecticut Private Institutions	Out-of-State Institutions
Capital Community College	3	0	0	2	3
Central Connecticut State University	1	6	2	1	7
CPEP	8	10	4	13	20
Eastern Connecticut State University	4	2	1	1	3
Naugatuck Valley Community College	5	5	8	3	6
University of Bridgeport	4	2	0	6	1
University of Connecticut	4	3	2	2	5
University of Connecticut Health Center	15	2	3	5	2
Wesleyan University	6	2	3	5	9
Western Connecticut State University	0	3	2	0	4
TOTAL	50	35	25	38	60

III. Achieving Representative Parity in the Employment of Underrepresented Minorities among the Professional Staff

Goal Statement

Per its enabling legislation, the purpose of the **Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education** is to:

> ensure that students, faculty, administrators and staff at each institution are representative of the racial and ethnic diversity of the total population of the state.

To address the professional staff diversity goals implicit in the statute, the Board of Governors for Higher Education requires each public institution college and university to develop and implement a five-year *Strategic Plan to Achieve Representative Parity in the Employment of Underrepresented Minorities among the Professional Staff*. The prescribed goal for this institutional process follows:

> Employ African Americans, Hispanic/Latinos, Asian Americans and Native Americans among the institution's full-time professional occupational categories – (1) officials/ administrators, (2) faculty members, and (3) professional staff – in proportions reflective of each racial or ethnic group's representation in the institution's availability pool.

The Board's policy statement also stipulates that in their strategic planning process, each institution is to develop:

1. measurable objectives consistent with the Board's staff diversity goal,
2. an action plan for system implementation – the execution of appropriate strategies, and
3. an evaluation plan to document the degree to which the objectives have been met and to provide feedback to the decision-making process regarding plan alterations or redesign.

In constructing their *Strategic Plan to Achieve Representative Parity in the Employment of Underrepresented Minorities among the Professional Staff*, the public colleges and universities are allowed to differentiate among its twelve measurable objectives (four racial/ethnic groups times three occupational categories) and the strategic activities chosen to achieve them. Additionally, in recognition of each campus' unique positioning, the policy statement allows each institution to state its objectives in one of three options. The institutions may construct movement toward an ideal state of representative parity in one of the following manners:

1. maintain current levels of goal attainment (once parity is achieved),
2. achieve the prescribed level of goal attainment, or

3. close by one-half the existing gap(s) between the desired level of goal attainment and the institution's current level of goal attainment.

Programmatic Intervention

The campus' affirmative action officers have been charged with the responsibility of developing their institution's five-year strategic plan for staff diversity. To reduce the possibilities of needless duplication, the affirmative action officers may construct their staff diversity plans, in part, by utilizing relevant sections of their annual Affirmative Action Plan to the Connecticut Commission for Human Rights and Opportunities. A subcommittee of the Board's Strategic Plan Peer Review Committee reviews the initial institutional plans and the Program Manager reviews annual updates during each five-year cycle.

Goal Attainment

The grand total of underrepresented minority group members employed full-time in all occupational categories by Connecticut's public institutions of higher education increased from 1,927 at the end of 1999 to 1,954 at the end of 2000. The slight numerical increase amounted to a growth of 1.4 percent. Additionally, the representative proportion of underrepresented minority group members among the full-time workforce of public colleges and universities increased from16.5 percent in 1999 to 17.0 percent in 2000.

The number of underrepresented minority group members employed full-time by Connecticut's public institutions of higher education in the professional workforce categories decreased slightly from 1,174 at the end of 1999 to 1,170 at the end of 2000. The proportion of underrepresented minority group members among the institutions' professional workforce at the end of the year 2000 remained the same as 1999 at 15.0 percent. An aggregated depiction of the 2000 data, for all the state's public institutions as a whole, is presented in Table 3.1 on page 24. Table 3.2 on page 25 presents comparable trend data for the baseline year of 1983, and the years of 1990, 1995 and 2000, to illustrate the level of growth in the representation of minority group members among the institutions' professional workforce.

The portion of Connecticut's population identified as one of the four underrepresented minority groups has been calculated by the U.S. Census Bureau to be 21.2 percent. With an aggregate professional employment level at 15.0 percent, it could be said that the public institutions have collectively achieved 70.8 percent of its professional workforce diversification goal, since 15.0% divided by 21.2% = 70.8%.

See Table 3.3 on page 26 for tabulations of goal attainment levels by each of the underrepresented minority groups utilizing population and employment levels as the only variables. Therein, it is depicted that the underrepresented minority groups achieved vastly different degrees of representation within the aggregated professional workforce of the state's public institutions. On the whole, Asian Americans achieving a goal attainment level of 225.0 percent, African Americans – a rate of 69.2 percent, Native Americans – a rate of 66.7 percent

and Hispanic/Latinos at a rate of 33.0 percent, significantly lower than the other groups. This table also illustrates vastly different rates of goal attainment within the three professional occupational categories, ranging from a low of 0.0 percent for Native Americans among Officials/ Administrators to a high of 270.8 percent for Asian Americans among Faculty.

The data presented in Table 3.1 is disaggregated by each of Connecticut's public colleges and universities and the institutional systems in Table 3.4, sections A through D, beginning on page 27.

Table 3.1
Employment of Underrepresented Minorities
among the Full-Time Professional Workforce
at Connecticut Public Institutions of Higher Education

(as of December 1, 2000 - percents are rounded to nearest tenth)

Occupational Category	African American		Hispanic / Latino		Asian American		Native American		ALL UNDERREPRESENTED MINORITIES	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Administrators/Officials	52	9.5	9	1.6	9	1.6	0	0.0	70	12.7
Faculty Members	158	4.6	109	3.2	223	6.5	9	0.3	499	14.5
Professional Staff	282	7.4	125	3.3	185	4.9	9	0.2	601	15.8
ALL PROFESSIONALS	492	6.3	243	3.1	417	5.4	18	0.2	1,170	15.0

SOURCE: "2000 Staff Diversity in Full-Time Employment" reports to DHE-OEO by institutional affirmative action officers

Table 3.2
Trends in Minority Representation
among the Full-Time Professional Workforce
in Connecticut Public Institutions of Higher Education
at end-of-year for years 1983, 1990, 1995 and 2000

(percents are rounded to nearest tenth)

	ADMINISTRATORS/OFFICIALS			FACULTY/PROFESSIONAL STAFF			PROFESSIONAL WORKFORCE		
		ALL MINORITIES			ALL MINORITIES			ALL MINORITIES	
YEAR	TOTAL	NUMBER	PERCENT	TOTAL	NUMBER	PERCENT	TOTAL	NUMBER	PERCENT
1983	605	46	7.6	5881	394	6.7	6486	440	6.8
1990	652	74	11.3	7060	841	11.9	7712	915	11.9
1995	596	64	10.7	6687	850	12.7	7283	914	12.5
2000	550	70	12.7	7243	1100	15.2	7793	1170	15.0

Table 3.3
Comparison of Employment of Underrepresented Minorities
among the Full-Time Professional Workforce at
Connecticut Public Institutions of Higher Education
with Population Percentages

(percentages are rounded to nearest tenth)

MINORITY GROUP/ Occupational Category	Population Percentage	2000 End-of-Year Employment Percentage	Goal Attainment Rate
AFRICAN AMERICAN	9.1		
Officials/Administrators		9.5	104.4%
Faculty		4.6	50.5%
Professional Staff		7.4	81.3%
PROFESSIONAL WORKFORCE		6.3	69.2%
HISPANIC / LATINO	9.4		
Officials/Administrators		1.6	17.0%
Faculty		3.2	34.0%
Professional Staff		3.3	35.1%
PROFESSIONAL WORKFORCE		3.1	33.0%
ASIAN AMERICAN	2.4		
Officials/Administrators		1.6	66.7%
Faculty		6.5	270.8%
Professional Staff		4.9	204.2%
PROFESSIONAL WORKFORCE		5.4	225.0%
NATIVE AMERICAN	0.3		
Officials/Administrators		0.0	0.0%
Faculty		0.3	100.0%
Professional Staff		0.2	66.7%
PROFESSIONAL WORKFORCE		0.2	66.7%
ALL UNDERREPRESENTED MINORITIES	21.2		
Officials/Administrators		12.7	59.9%
Faculty		14.5	68.4%
Professional Staff		15.8	74.5%
PROFESSIONAL WORKFORCE		15.0	70.8%

NOTES:
Population percents are from U.S. Census Bureau's 2000 Census.
Goal Attainment Rate = Employment percent divided by Population percent.

Table 3.4A
Connecticut Public Colleges and Universities
Staff Diversity
End-of-Year: 2000

(percents are rounded to nearest tenth)

Occupational Category: Officials/Administrators

Institution	African American		Latino/ Hispanic		Asian American		Native American	
	number	percent	number	percent	number	percent	number	percent
University of Connecticut	9	7.4%	2	1.7%	4	3.3%	0	0.0%
UConn Health Center	5	3.2%	0	0.0%	0	0.0%	0	0.0%
University of Connecticut System	14	5.0%	2	0.7%	4	1.4%	0	0.0%
Central Connecticut State University	3	7.9%	2	5.3%	0	0.0%	0	0.0%
Eastern Connecticut State University	4	13.3%	1	3.3%	2	6.7%	0	0.0%
Southern Connecticut State University	3	7.9%	1	2.6%	1	2.6%	0	0.0%
Western Connecticut State University	5	14.3%	1	2.9%	0	0.0%	0	0.0%
Connecticut State University System	15	10.6%	5	3.5%	3	2.1%	0	0.0%
Asnuntuck Community College	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Capital Community College	2	22.2%	0	0.0%	0	0.0%	0	0.0%
Gateway Community College	2	25.0%	0	0.0%	0	0.0%	0	0.0%
Housatonic Community College	3	30.0%	0	0.0%	0	0.0%	0	0.0%
Manchester Community College	3	17.6%	1	5.9%	0	0.0%	0	0.0%
Middlesex Community College	2	28.6%	0	0.0%	0	0.0%	0	0.0%
Naugatuck Valley Community College	1	7.1%	0	0.0%	0	0.0%	0	0.0%
Northwestern CT Community College	3	30.0%	0	0.0%	0	0.0%	0	0.0%
Norwalk Community College	4	23.5%	0	0.0%	1	5.9%	0	0.0%
Quinebaugh Valley Community College	0	0.0%	1	11.1%	1	11.1%	0	0.0%
Three Rivers Community College	2	18.2%	0	0.0%	0	0.0%	0	0.0%
Tunxis Community College	1	10.0%	0	0.0%	0	0.0%	0	0.0%
Connecticut Community Colleges	23	17.7%	2	1.5%	2	1.5%	0	0.0%
GRAND TOTAL	52	9.5%	9	1.6%	9	1.6%	0	0.0%

Table 3.4B
Connecticut Public Colleges and Universities
Staff Diversity
End-of-Year: 2000

(percents are rounded to nearest tenth)

Occupational Category: Faculty Members

Institution	African American		Latino/ Hispanic		Asian American		Native American	
	number	percent	number	percent	number	percent	number	percent
University of Connecticut	36	3.3%	40	3.6%	95	8.7%	3	0.3%
UConn Health Center	9	2.0%	7	1.6%	40	9.1%	0	0.0%
University of Connecticut System	45	2.9%	47	3.1%	135	8.8%	3	0.2%
Central Connecticut State University	30	7.3%	20	4.9%	18	4.4%	0	0.0%
Eastern Connecticut State University	8	5.1%	10	6.4%	14	9.0%	2	1.3%
Southern Connecticut State University	20	4.7%	8	1.9%	23	5.4%	0	0.0%
Western Connecticut State University	8	4.3%	6	3.2%	13	7.0%	0	0.0%
Connecticut State University System	66	5.6%	44	3.7%	68	5.8%	2	0.2%
Asnuntuck Community College	1	4.5%	0	0.0%	0	0.0%	0	0.0%
Capital Community College	6	10.0%	2	3.3%	1	1.7%	0	0.0%
Gateway Community College	7	8.4%	4	4.8%	3	3.6%	1	1.2%
Housatonic Community College	2	3.4%	2	3.4%	0	0.0%	2	3.4%
Manchester Community College	7	7.6%	0	0.0%	5	5.4%	0	0.0%
Middlesex Community College	2	5.1%	2	5.1%	2	5.1%	0	0.0%
Naugatuck Valley Community College	8	7.5%	4	3.7%	2	1.9%	0	0.0%
Northwestern CT Community College	3	9.4%	0	0.0%	1	3.1%	0	0.0%
Norwalk Community College	7	7.7%	2	2.2%	2	2.2%	0	0.0%
Quinebaugh Valley Community College	1	4.8%	0	0.0%	0	0.0%	0	0.0%
Three Rivers Community College	2	2.9%	1	1.4%	0	0.0%	1	1.4%
Tunxis Community College	1	1.6%	1	1.6%	4	6.6%	0	0.0%
Connecticut Community Colleges	47	6.4%	18	2.4%	20	2.7%	4	0.5%
GRAND TOTAL	158	4.6%	109	3.2%	223	6.5%	9	0.3%

Table 3.4C
Connecticut Public Colleges and Universities
Staff Diversity
End-of-Year: 2000

(percents are rounded to nearest tenth)

Occupational Category: Professional Staff Members

Institution	African American		Latino/ Hispanic		Asian American		Native American	
	number	percent	number	percent	number	percent	number	percent
University of Connecticut	91	5.9%	36	2.3%	109	7.1%	5	0.4%
UConn Health Center	81	6.9%	35	3.0%	38	3.2%	0	0.0%
University of Connecticut System	172	6.3%	71	2.6%	147	5.4%	6	0.2%
Central Connecticut State University	15	8.4%	11	6.1%	5	2.8%	0	0.0%
Eastern Connecticut State University	13	12.1%	8	7.5%	8	7.5%	0	0.0%
Southern Connecticut State University	18	10.1%	0	0.0%	8	4.5%	0	0.0%
Western Connecticut State University	7	9.7%	7	9.7%	3	4.2%	0	0.0%
Connecticut State University System	53	9.9%	26	4.8%	24	4.5%	0	0.0%
Asnuntuck Community College	3	9.7%	0	0.0%	2	6.5%	0	0.0%
Capital Community College	10	20.4%	6	12.2%	2	4.1%	0	0.0%
Gateway Community College	6	11.8%	3	5.9%	0	0.0%	2	3.9%
Housatonic Community College	7	14.3%	1	2.0%	2	4.1%	1	2.0%
Manchester Community College	6	11.8%	6	11.8%	1	2.0%	0	0.0%
Middlesex Community College	3	7.7%	3	7.7%	1	2.6%	0	0.0%
Naugatuck Valley Community College	3	3.9%	3	3.9%	1	1.3%	0	0.0%
Northwestern CT Community College	2	6.7%	0	0.0%	0	0.0%	0	0.0%
Norwalk Community College	8	16.3%	2	4.1%	1	2.0%	0	0.0%
Quinebaugh Valley Community College	1	3.7%	3	11.1%	1	3.7%	0	0.0%
Three Rivers Community College	4	12.5%	1	1.4%	1	3.1%	0	0.0%
Tunxis Community College	4	8.7%	0	0.0%	2	4.3%	0	0.0%
Connecticut Community Colleges	57	10.8%	28	5.3%	14	2.6%	3	0.6%
GRAND TOTAL	282	7.4%	125	3.3%	185	4.9%	9	0.2%

Table 3.4D
Connecticut Public Colleges and Universities
Staff Diversity
End-of-Year: 2000

(percents are rounded to nearest tenth)

Occupational Categories: All Professionals

Institution	African American		Latino/ Hiispanic		Asian American		Native American	
	number	percent	number	percent	number	percent	number	percent
University of Connecticut	136	4.9%	78	2.8%	208	7.5%	9	0.3%
UConn Health Center	95	5.3%	42	2.4%	78	4.4%	0	0.0%
University of Connecticut System	231	5.1%	120	2.6%	286	6.3%	9	0.2%
Central Connecticut State University	48	7.6%	33	5.3%	23	3.7%	0	0.0%
Eastern Connecticut State University	25	8.5%	19	6.5%	24	8.2%	2	0.7%
Southern Connecticut State University	41	6.4%	9	1.4%	32	5.0%	0	0.0%
Western Connecticut State University	20	6.8%	14	4.8%	16	5.4%	0	0.0%
Connecticut State University System	134	7.2%	75	4.0%	95	5.1%	2	0.1%
Asnuntuck Community College	4	6.5%	0	0.0%	2	3.2%	0	0.0%
Capital Community College	18	15.3%	8	6.8%	3	2.5%	0	0.0%
Gateway Community College	15	10.6%	7	4.9%	3	2.1%	3	2.1%
Housatonic Community College	12	10.2%	3	2.5%	2	1.7%	3	2.5%
Manchester Community College	16	10.0%	7	4.4%	6	3.8%	0	0.0%
Middlesex Community College	7	8.2%	5	5.9%	3	3.5%	0	0.0%
Naugatuck Valley Community College	12	6.1%	7	3.6%	3	1.5%	0	0.0%
Northwestern CT Community College	8	11.1%	0	0.0%	1	1.4%	0	0.0%
Norwalk Community College	19	12.1%	4	2.5%	4	2.5%	0	0.0%
Quinebaugh Valley Community College	2	3.5%	4	7.0%	2	3.5%	0	0.0%
Three Rivers Community College	8	7.1%	2	1.8%	1	0.9%	1	0.9%
Tunxis Community College	6	5.1%	1	0.9%	6	5.1%	0	0.0%
Connecticut Community Colleges	127	9.1%	48	3.4%	36	2.6%	7	0.5%
GRAND TOTAL	492	6.3%	243	3.1%	417	5.4%	18	0.2%